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**Part One**:

Chapter 10

When is it necessary to initiate an evaluation?

* Frequently the purpose of the evaluation is not clear until the evaluator has carefully read the relevant materials, observed the evaluation object, and probed the aspirations and expectations of the stakeholders.

What are some questions that an evaluator needs to ask?

* Why is the evaluation being requested? What is its purpose? What questions will it answer? To what use will the evaluation findings be put? To whom? What others should be informed of the evaluation?
* See p.175 for the complete list.

What are informational uses of evaluation?

* Evaluation intended to enhance our understanding of the value of whatever is evaluated.

What are non-informational uses of evaluation?

* Evaluations used to influence or educate others.

What are inappropriate uses of evaluation studies?

* When the evaluation could harm the field of evaluation.
* When it would fail to support the social good.
* These problems may arise when it is likely that the ultimate quality of the evaluation is questionable, major clients are alienated or misled, resources are inadequate, or ethical principles are violated.

What is an evaluation assessment?

* Used to determine if it will be effective to proceed with an evaluation.
* A means for facilitating communication between evaluators and stakeholders, for determining whether a program was “evaluable”, and for focusing the evaluation study.

When would you use an internal evaluation?

* Internal evaluation may be conducted by staff whose full-time responsibilities and training are by people whose prime responsibility are in other areas.

When would you use an external evaluation?

* When the decision to be made is summative -whether to continue, expand, or drop a program.

What are the advantages of combing internal and external evaluators?

* Internal evaluators know the organization, its history, and decision-making; will or can act as an advocate.
* External evaluators are more objective and have specialized skills.

**Chapter 11**

What role does the audience play in evaluation?

* The evaluation plan will include questions that address the information needs of several stakeholder groups.
* The evaluator should identify and communicate with each audience to learn its perceptions and concerns about the program and the evaluation.
* Once the appropriate evaluation audiences have been identifies, the list should be reviewed periodically as the evaluator progresses because audiences can change.
* Dialogue with multiple audiences also clarifies the reasons behind evaluations.

Why is it important to set boundaries?

* Important to develop a program description of the critical elements of the program to be evaluated – this includes goals, objectives, critical components and activities and descriptions of the target audience. It may also include characteristic of personnel delivering the program administrative arrangements, the physical setting and other contextual factors.

What is program theory?

* A tool for understanding the program being evaluated and guiding the evaluation.
* Consists of two parts: normative and causative.
* To develop program theory need to collect documents with information, interview stakeholders, and observe programs in action.

What are some resources do you need to consider?

* What resources are available to conduct the evaluation?
* What type of technology will be involved?
* What personnel will be involved?
* How will the potential context affect the approach of the evaluation, nature of information collected, and interpretation of results?

**Part Two:**

The more I read and learn about program evaluation, the more I realize just how much I do not know about the extensive process of evaluation. While reading chapter ten, I was reminded of the program evaluation that I conducted a few years back. Based on what I have read, the so-called ‘evaluation’ that I conducted was similar to that of a participant-oriented evaluation. The purpose of the evaluation was to determine if the program was valuable and a worthwhile learning experience for the students involved. Therefore, my role was to meet with the students involved in the program, record their responses and report back to the program managers. Looking back, I can honestly say that I was not equipped to conduct the ‘evaluation’. Although I understood the purpose for the evaluation, I did not ask any preliminary questions, I did not observe the program in action, nor did I interview all of the stakeholders. Perhaps my role was not that of an evaluator, but rather an external facilitator with no corporate affiliation. Nevertheless, I do not feel as though my work was valuable as I did not conduct a thorough evaluation.

Chapter eleven opened my eyes to the many stakeholders that are often overlooked. Thus, the emphasis on the importance of audiences resonated with me because I have a strong belief that everyone should have a voice that can be heard in a safe place. In particular, I agree that evaluators need to remember to identify all stakeholders and involve them in the different stages of the evaluation. In education, for example, the stakeholder that I believe is the most overlooked is that of the student. In my opinion, the student is probably the most important stakeholder when evaluating programming which directly affects them. Yet, how often do students have a voice in their programming? Do we take the time to ask them what they think about the curriculum? Do they think that the program is relevant to their lives? Does their opinion really matter?

Both chapter ten and eleven, provided relevant, useful information which have prompted me to think about the many considerations prior to conducting an evaluation.

I thought that the practical examples of evaluations included at the end of each chapter helped me gain a better understanding of the extensive process of program evaluation. Thus, pieces of the puzzle are starting to come together so that I could begin to see the whole picture.